



**THE PENNSYLVANIA ASSOCIATION
FOR INFANT MENTAL HEALTH**



10TH ANNUAL INFANT MENTAL HEALTH CONFERENCE

*Building the Capacity for Reflective Practice
and Supervision*

**AUGUST
1-2
2019**

*Sheraton-Station
Square Hotel
Pittsburgh, PA*

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Welcome to our 10th Annual Infant Mental Health Conference!

*“One of the greatest dignities of humankind is that each successive generation is invested in the welfare of each new generation.”
- Fred Rogers (Mr. Rogers)*

I am so very grateful that we are all gathered here in the beautiful “City of Bridges” to learn, connect, reflect and collaborate around the work we do with and on behalf of infants, toddlers, young children and their families.

PA-AIMH members are providers and professionals serving young children and families and are dedicated to promoting healthy social and emotional development in the earliest stages and relationships of life. We represent and invite many different areas of practice, to join us in being infant/early childhood mental health informed champions, not limited to professionals from early care and education, pediatric health care, early intervention, home visiting, parent and family support, psychology, social work, psychiatry, research and policy and parenting.

In the next couple of days, we have an amazing opportunity to continue to bridge infant/early childhood mental health themes into our practice, programs and policies all across the Commonwealth!

PA-AIMH recently, as in the past three days, co-hosted the 4th Annual Reflective Supervision Symposium: “Bridging Systems and the Infant Mental Health Workforce through Reflection”, with the Alliance for the Advancement of Infant Mental Health. It was an amazing capacity building event focused on deepening our understanding of Reflective Supervision/Consultation and exploring the bridges that connect us across disciplines, roles, systems of care and generations. We thought it of utmost importance to continue this theme within our annual conference, with a special focus on “Building the Capacity for Reflective Practice and Supervision”. You will find several opportunities to explore this theme across the next two days not only through keynote speakers and workshops, but we hope the conference will enhance your ability to see reflective practice as a cornerstone to the promotion, prevention, intervention and leadership work you do each and every day.

I want to thank our founding members and current Board members for their continued dedication to and stewardship of PA-AIMH. To those of you who we see year after year at our conference and regional events- Thank You! And especially to those of you who may be joining us for the first time- we sincerely hope that you enjoy the conference and walk away a champion for infant/early childhood mental health!

All the Best,

Brandy Fox, LCSW, IECMH-E®, President

PA-AIMH COMPETENCY GUIDELINES FOR ENDORSEMENT IN CULTURALLY SENSITIVE, RELATIONSHIP-FOCUSED PRACTICE PROMOTING INFANT MENTAL HEALTH®

Over 140,000 babies are born in Pennsylvania every year. It is imperative that our professionals are infant mental health informed; using knowledge, skills and reflective experiences to guide our work with infants, toddlers, and families in promoting social-emotional development and addressing mental health concerns.

The Endorsement materials provide potential candidates with a process for developing a professional development plan and suggest a pathway for required and supplementary training and experiences to adequately prepare one for work in the infant and family field. Targeted and ongoing training for the professionals from the multiple disciplines that work with infants and young children and their families is essential to ensure that professionals understand infant and early childhood mental health and are equipped to promote positive practices to support these children, prevent problems when risk is identified, and intervene when necessary.

Pennsylvania is one of 30 US states and 2 international territories/ countries participating in the movement toward the promotion of infant mental health principles and practices. This strategy was influenced, historically, by the recommendations of the Early Childhood Mental Health Advisory Committee (2009) who indicated PA should “adopt and promote a set of early childhood mental health competencies for all professionals and across all levels of service provision for families with children from conception through age five.”

An endorsement in infant/early childhood mental health (I/ ECMH) is a verifiable process that supports the development and acknowledgement of infant and early childhood professionals, within a framework that recognizes knowledge, training, and criteria for best practice standards. It is not a license or certification, but instead is an overlay onto a person’s professional credentials which recognizes achievement of competence in the area of I/ ECMH.

Professionals eligible for endorsement range from those who have worked on behalf of infants and young children for at least two years to those who have received a doctorate in their field. Each category of Endorsement has a set of educational, work, training and reflective supervision/consultation requirements. For all categories, specialized work experience with infants, toddlers and their families is required. More information on the categories for Endorsement® can be found at www.pa-aimh.org.

- **Promotion:** Infant Family Associate and Early Childhood Family Associate
- **Prevention/Intervention:** Infant Family Specialist and Early Childhood Family Specialist
- **Intervention/Treatment:** Infant Mental Health Specialist and Early Childhood Mental Health Specialist
- **Leadership:** Infant Mental Health Mentor and Early Childhood Mental Health Mentor

CONTINUING EDUCATION CREDITS:

CEUs at the Annual Conference are being offered the University of Pittsburgh, Western Psychiatric Institute and Clinic and the Pennsylvania Key. Please see the CEU table for all needed documentation pertaining to your desired credits. In order to receive your credits, you must sign in/out, complete all required documentation for your continuing education category, and submit your CEU packet at the end of the conference.

Educators:

This conference will offer up to 11 continuing education hours through the Pennsylvania Key for Act 48 and PQAS.

Psychologists, Counselors (NBCC) and General CEU (MENTAL HEALTH PROFESSIONALS/PEER SPECIALISTS/NURSES):

This program has been approved for 12 continuing education hours by the Office of Educational Resources and Planning (OERP).

Social Workers, Professional Counselors, and Family Therapists:

This program is offered for 11.5 hours of social work continuing education through co-sponsorship of the University of Pittsburgh School of Social Work, a Council on Social Work Education-accredited school and, therefore, a PA pre-approved provider of social work continuing education. These hours satisfy requirements for LSW/LCSW, LPC, and LMFT biennial license renewal. For information on social work continuing education call (412-624-6902).

CONFERENCE SCHEDULE AT-A-GLANCE

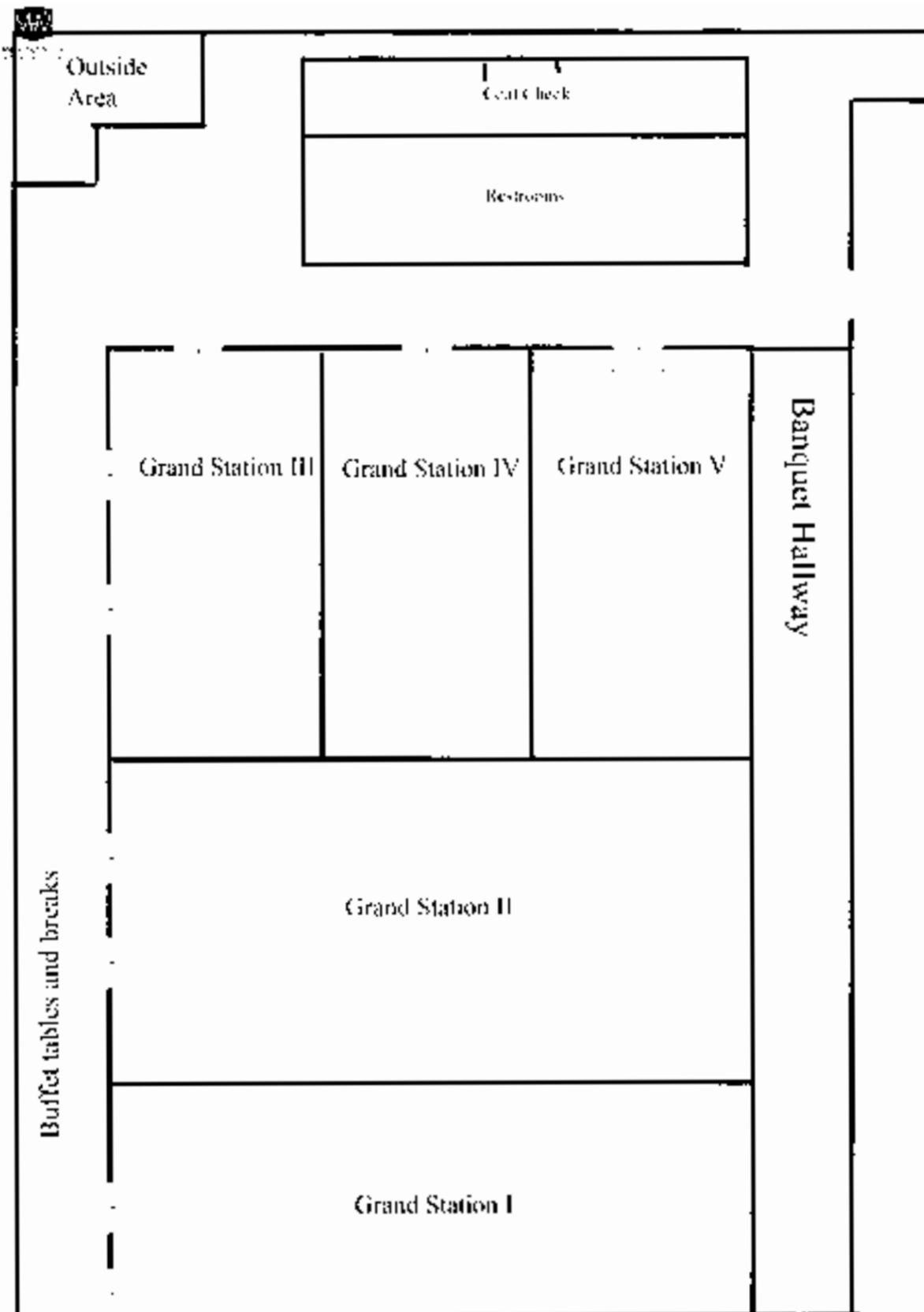
Thursday, August 1, 2019				
8-9am	Registration, Resource Area, Continental Breakfast <i>Grand Station Ballroom Foyer</i>			
9-9:30am	Welcome & PA-AIMH Updates			
9:30-10:30am	Keynote: Facilitating Attuned Interactions: An Overview of the FAN Approach by Linda Gilkerson, Ph.D., LSW <i>Grand Station I & II Ballroom</i>			
10:30-11am	BREAK			
11am-12:30pm	Breakout A	Breakout B	Breakout C	Breakout D
	Blended Supervision: Using the FAN to Integrate Administrative and Reflective Supervision (Po, I, R) <i>Grand Station I & II Ballroom</i>	Supporting Mothers with Opioid Use Disorder in Reaching their Feeding Goals (R, B, D) <i>Grand Station III</i>	Readiness for Group-Based Learning: Promoting Foundational Skills (R, I, C)	Holding the Baby in Mind: IECMH-Informed Therapeutic Visitation within the Child Welfare & Family Court Systems (Pa, I, W) <i>Grand Station V</i>
12:30-1:30pm	LUNCH			
1:30-3pm	Keynote: Foundations of Reflective Supervision/Consultation by Christopher Watson, Ph.D., IMH-E* <i>Grand Station I & II Ballroom</i>			
2:30-3pm	BREAK			
3-5pm	Breakout A	Breakout B	Breakout C	Breakout D
	Understanding Reflective Supervision: Using the RIOS Framework as a Guide (PD, I, Re) <i>Grand Station I & II Ballroom</i>	Mirror, Mirror On The Wall: Reflective Practice With Vulnerable Families (CI, I, R) <i>Grand Station V</i>	Lessons Learned: Specialization and Sustainability in the Clinical Treatment of Young Children (Pa, A, S) <i>Grand Station III</i>	Developing Fluency for Children Experiencing Trauma (CI, B TF) <i>Grand Station IV</i>
5:15-6pm	Membership Only Meeting <i>Grand Station III</i>			

CONFERENCE SCHEDULE AT-A-GLANCE

Friday, August 2, 2019				
7:30-8:30	Registration <i>Grand Station Ballroom Foyer</i>			
8:30-10am	Keynote: The Effects of Violence and Terrorism on Young Children: Ways to Understand and Provide Support by Joy Osofsky, Ph.D. <i>Grand Station I & II Ballroom</i>			
10:30-11am	BREAK			
11am-12:30pm	Breakout A	Breakout B	Breakout C	Breakout D
	Through the Eyes of a Young Child: Impact of Trauma, Violence and Terrorism (R, B, D) <i>Grand Station I & II Ballroom</i>	Collaboration Between Infant Mental Health Work and Two Drug Treatment Facilities- in Therapy and Consultation (CI, I, TF) <i>Grand Station III</i>	Techniques to foster attachment and IMH-tangible tools for the toolbox (CI, B, D) <i>Grand Station V</i>	Postpartum Depression, Anxiety, and other Mood Disorders: Impact on Attachment in the first two years of Life (PD, I, D) <i>Grand Station IV</i>
12:30-1:30pm	LUNCH			
1:30-3pm	Keynote: Supporting an Early Childhood Mental Health Vision: The View from Colorado, by Jordana Ash, LCSW, IMH-E* <i>Grand Station I & II Ballroom</i>			
3-3:30pm	BREAK			
3:30-5pm	Breakout A	Breakout B	Breakout C	Breakout D
	Decreasing the Noise: Effective Social Emotional Messaging in a Clamorous World (Po, B, Co) <i>Grand Station I & II Ballroom</i>	Trauma and Attachment Informed Forensic Evaluation in Child Welfare Referrals (PD, A, D) <i>Grand Station III</i>	Self-care: Filling up your own cup (PD, B, R) <i>Grand Station V</i>	How Infant Mental Health Informs Clinical Work (CI, I, D) <i>Grand Station IV</i>

Clinical Intervention (CI) Policy (Po) Programming (Pr) Professional Development (PD) Research (R) | Beginner (B) Intermediate (I) Advanced (A) | Theoretical Foundations (TF) Law/Agency Policy (L) Direct Services Skills (D) Communication (Co) Working/ Others (W) Thinking (T) Reflecting (Re)

CONFERENCE MAP



KEYNOTE SPEAKERS

LINDA GILKERSON, PH.D., LSW

Professor Director, Infant Studies, The Erikson Institute

Linda Gilkerson, Ph.D., LSW, is a professor at Erikson Institute where she directs the graduate training programs in infancy and infant mental health. She founded Erikson's first clinical initiative, Fussy Baby Network, a national model home visiting program for parents of infants under one year. Dr. Gilkerson is the developer of the FAN (Facilitating Attuned Interactions), an approach that is used widely in home visitation, early intervention, early childhood mental health consultation programs, and physician training to facilitate parent engagement and reflective practice. Her research and publications focus on relationship-based approaches and reflective supervision in a range of settings. She was a long-time board member of Zero to Three, lead or served on many early childhood task forces in Illinois and was recently awarded a Lifetime Achievement Award by the Bright Promises Foundation for her work on behalf of young children.

KEYNOTE: FACILITATING ATTUNED INTERACTIONS: AN OVERVIEW OF THE FAN APPROACH

Erikson Institute Fussy Baby Network is a national model home visiting program for infants under one year and their families who struggle with infant crying, sleeping, or feeding concerns. Fussy Baby Network is known for its approach to family engagement called the FAN--Facilitating Attuned Interactions. FAN is based on the concept of attunement; that is, feeling connected and understood creates the space to learn and to try new ways of relating. The plenary will present the FAN as a conceptual model and practical tool for attunement in relationships and for reflective practice.

CHRISTOPHER WATSON, PH.D., IMH-E®

Director of the Reflective Practice Center, Center for Early Education and Development, University of Minnesota

Christopher Watson, Ph.D. is a Research Associate in the Center for Early Education and Development (CEED) in the Institute of Child Development at the University of Minnesota-Twin Cities and director of the Reflective Practice Center at CEED. His work is centered on professional development with a focus on the social and emotional development of young children and reflective supervision/consultation to support practitioners working with young children and their families. He led a national team of researchers and clinicians in developing the Reflective Interaction Observation Scale (RIOS) to define and operationalize reflective supervision/consultation. One of his recent large scale projects was an evaluation of the Minnesota Department of Health's system-wide reflective practice capacity building initiative with funding from the federal Maternal, Infant and Early Childhood Home Visiting (MIECHV) program. Dr. Watson is director of the Minnesota Department of Education's Early Intervention Summer Institute and the Principal Investigator of a project assisting

the Minnesota Department of Education build and maintain their innovative regional professional development system. He was director of the Minnesota Infant Mental Health Project and conducted the Minnesota Infant Mental Health Feasibility Study, interagency initiatives funded by the State Departments of Education, Health and Human Services. Dr. Watson is endorsed in Infant Mental Health (IMH-EJ) from the Minnesota Association for Infant and Early Childhood Mental Health. He has co-written training-of-trainer curricula, including PITC as a Curriculum, Talking Reasonably and Responsibly About Brain Development and Violence Prevention and Intervention in Early Childhood. In addition, he has developed face-to-face online training courses for early childhood professionals, including Supporting Stressed Young Children Through Relationship-Based Teaching and Bridging Education and Mental Health (BEAM). The BEAM framework combines behavioral and therapeutic approaches to addressing early childhood social-emotional development, mental health and challenging behaviors. Dr. Watson and Martha Farrell Erickson, Ph.D. co-founded the interdisciplinary, post-baccalaureate Infant and Early Childhood Mental Health Certificate Program at the University of Minnesota. Prior to his work at the University of Minnesota, Dr. Watson was director of the California Education Innovation Institute, a statewide training program for educators and administrators based at California State University Sacramento.

KEYNOTE: NURTURING A CULTURE OF RELATIONSHIP & REFLECTION IN PRACTICE AND PROGRAMS

Reflection, mindfulness and emotional intelligence are gaining increasing attention as we face the complexities of our daily personal and professional lives. In this presentation we'll explore these new additions to our work with infants, toddlers and young children. We'll wonder together about how we can embrace ways to care for ourselves and support each other, including how we can develop a "reflective stance" to assist us in navigating the challenges of our work. We'll dive into a specific form of reflective supervision/consultation (RSC) that is deeply rooted in infant mental health theory and practice. RSC offers us a powerful, intentional relationship experience of "how to be and do" with children, families, fellow professionals and others. New ways to be in relationship can reduce compassion fatigue and burnout, promote self-efficacy and lead to improvements in practice. That's the good news: we have strategies to "do better and feel better" about our work!

DR. JOY OSOFSKY, PH.D.

Professor of Pediatrics and Psychiatry, Louisiana University Health Sciences Center

Dr. Joy Osofsky is a psychologist and psychoanalyst and Professor of Pediatrics and Psychiatry at Louisiana State University Health Sciences Center (LSUHSC). She is Head of the Division of Pediatric Mental Health. She is also an adjunct professor of Psychology at the University of New Orleans. Dr. Osofsky is Co-Director of the Louisiana Rural Trauma Services Center, a center in the National Child Traumatic Stress Network, and Director of the Harris Center for Infant Mental Health at LSUHSC. Dr. Osofsky is Past President of ZERO TO THREE: National Center for Infants, Toddlers, and Families and Past President of the World Association for Infant Mental Health. She served on the Pew Commission

for Children in Foster Care. Dr. Osofsky has conducted research, intervention, and clinical work with high psychosocial risk infants, children, and families exposed to maltreatment and community and domestic violence. For the past 18 years, she has been consulting and collaborating with juvenile courts around the country, including the 11th Circuit Juvenile Court in Miami/Dade County, related to the development and evaluation of programs to benefit high-risk young children and families in court. In 2002, she published jointly with two judges and two lawyers a technical assistance brief, Questions Every Judge and Lawyer Should Ask About Infants and Toddlers in the Child Welfare System (see Appendix A). In 1998, Dr. Osofsky was awarded the Badge of Honor by the New Orleans Police and Justice Foundation for her work with children and families exposed to violence. In 2002, she was awarded the Medal of Honor by the Mayor of New Orleans for her work with the police and the community and the Nicholas Hobbs Award for contributions to public policy by Division 37 of the American Psychological Association. In 2006, she was presented with the Child's Heart Award by the Juvenile Court Judges of the 11th Judicial Circuit in recognition of her contributions to enhancing the health and well-being of children. Following Hurricane Katrina in August 2005, Dr. Osofsky was asked to serve as Clinical Director for Child and Adolescent Initiatives for Louisiana Spirit for the U.S. Department of Health and Human Services, Office of Mental Health, and the Department of Education. On August 29, 2006, she was honored with a proclamation from the New Orleans City Council recognizing her work helping children and families in the aftermath of Hurricane Katrina. In November 2007, she received the Sarah M. Haley Memorial Award for Clinical Excellence from the International Society for Traumatic Stress Studies for her work with trauma. In September 2008, she received an award from LSUHSC for extraordinary effort and commitment during Hurricane Gustav. In June 2009, for their work in schools following Hurricane Katrina, the LSUHSC team from the Department of Psychiatry was awarded a 2009 Distinguished Partners in Education Award by the Board of Elementary and Secondary Education of the State Department of Education. In 2010, Dr. Osofsky was honored with a Presidential Commendation from the American Psychiatric Association for leadership in mental health recovery following Hurricane Katrina and was awarded the distinction of Honorary President of the World Association for Infant Mental Health.

KEYNOTE: THE EFFECTS OF VIOLENCE AND TERRORISM ON YOUNG CHILDREN: WAYS TO UNDERSTAND AND PROVIDE SUPPORT | SPONSORED BY PUBLIC HEALTH MANAGEMENT CORPORATION, PHILADELPHIA, PA

The effects of trauma on infants and young children often receives limited attention. One of the reasons is that many people believe that these children are too young to be impacted by trauma exposure. Further, if they show concerning behavior, it is expected that they will "grow out of it." With positive, supportive relationships, children can be protected from being traumatized by exposure to violence and terrorism which will also support their recovery and resilience. Further, by helping parents who have been traumatized themselves understand "trauma triggers," they will be better able to provide support to their children rather than reacting negatively to their behaviors. Infants and young children may show dysregulation of behaviors and emotions with trauma exposure and caregivers may need help in understanding these behaviors when they can't be expressed using language. This

presentation will review the effects of trauma exposure on young children and ways to understand, respond, and provide support.

JORDANA ASH, LCSW, IMH-E®

Former Director of Early Childhood Mental Health, Office of Early Childhood, CO Department of Human Services

Jordana Ash, LCSW, IMH-E® (IV), is the recent former Director of Early Childhood Mental Health in the Office of Early Childhood, Colorado Department of Human Services. She was the first to hold this position which represents public/private partnership and state level commitment to the role. In 2015, Ms. Ash developed the Colorado Early Childhood Mental Health Strategic Plan which guides efforts and investments across the state. Ms. Ash served created the vision and expertise for the 2018 publication Risk, Reach and Resources: An analysis of Colorado’s Early Childhood Mental Health Investments. She is an Irving Harris Graduate in Child Development and Infant Mental Health at the University of Colorado Denver and is a faculty instructor with the Harris Program. In 2018, Ms. Ash received the Bob Harmon Award for Outstanding Contribution in the Infant Mental Health field. Her most recent publications include the November 2017 ZERO TO THREE Journal and the December 2016 edition of Newborn & Nursing Reviews. Ms. Ash was featured on The Checkup podcast entitled: There’s No Such Thing As a Baby: What Policymakers Should Know About Early Childhood Mental Health which can be heard at: <https://www.coloradohealthinstitute.org/podcast/ep-9-what-policymakers-should-know-about-early-childhood-mental-health>.

KEYNOTE: SUPPORTING AN EARLY CHILDHOOD MENTAL HEALTH VISION: THE VIEW FROM COLORADO

It’s exhilarating to have interest, enthusiasm and investments come together around a particular topic, especially for those who have been working away as individual torchbearers for many years. The attention to infant and early childhood mental health, both nationally and for states, has never been greater. And yet, all this energy towards the goal of positive outcomes for young children and families may dissipate if not knit together with good policy that supports the efforts. This session will explore some of the ways that Colorado has addressed the need for alignment, collaboration, and vision.

MAKE YOUR VOICE HEARD



... by renewing or starting your PA-AIMH Membership today. This is a great way to join other professionals in the support for young children in PA. Membership applications are in your folder and can be handed to the registration desk. If you have questions or want more information about being in committees and your membership, please ask someone at the registration desk!

SESSION ALIGNMENT WITH THE IECMH COMPETENCY GUIDELINES©:

Each session indicates which of the eight Competency groups is covered in the content of the session. Ultimately, each attendee, no matter what role of the system you work in, can benefit from any breakout session offered. The competencies are provided as a suggestion; however each workshop may resonate with individuals differently. If you are interested in Endorsement®, please see the tables in the back of the brochure to explore what category of best fits your role in the early childhood system in PA.

Theoretical Foundations	Law, Regulation & Agency Policy
Systems Expertise	Direct Service Skills
Working with Others	Communicating
Thinking	Reflection

SESSION CONTENT KEY:

Each session indicates what type of content will be addressed from a role and experience lens. Each attendee, no matter what role of the system you work in, can benefit from any breakout session offered, however this content key is as a guide to help you maximize professional development goals.

CATEGORY	LEVEL
CI - CLINICAL INTERVENTION	B - BEGINNER
PO - POLICY	I - INTERMEDIATE
PD - PROFESSIONAL DEVELOPMENT	A- ADVANCED
PR - PROGRAMMING	
R - RESEARCH	

SELECTING BREAKOUT SESSIONS:

To plan for comfortable learning spaces, with room for everyone, your Breakout Session selections made at registration were used to choose the correct room for each session. Should you decide to attend a session other than the one you indicated at registration, we appreciate you being mindful of the constraints of the space and, if need be, choosing an alternative session so as not to overcrowd any room.

BREAKOUT SESSION DESCRIPTIONS:

THURSDAY, AUGUST 1, 2019

11:00 A.M.-12:30 P.M. BREAKOUT SESSION 1

A. Blended Supervision: Using the FAN to Integrate Administrative and Reflective Supervision

Linda Gilkerson, Ph.D., LSW

Most supervisors are the mentor and the monitor. This session will address how reflection can inform both of these roles using the FAN framework as a guide. Supervisors will learn how to balance maintaining program standards with attunement to the individual staff member's concerns. The role of Mindful Self-Regulation in supervision will be addressed.

B. Supporting Mothers with Opioid Use Disorder in Reaching their Feeding Goals

Ashley Griffin, BS, IMH-E® and Debra Bogen, MD

The opioid epidemic is everywhere, with a recent focus on babies born with NAS. Women with OUD need extra support to reach their parenting goals because the neurological pathways have been altered by use and therefore they are unable to feel the same rewards from caring for their newborns as mothers without substance abuse history. One area that is very important and often overlooked is breastfeeding and infants. We know that very little maintenance medication passes through breastmilk to the infant and that infants with NAS who breastfed experience shorter hospital stays and less treatment for withdrawal. These women do not receive support to reach their feeding goals due to stigma and therefore need extra support from caregivers in order to encourage breastfeeding which we know helps with immediate symptoms of NAS and future growth, immunity, and brain development. Breastfeeding also gives mothers the opportunity to bond with their baby in a way that they do not if they don't breastfeed. Therefore, being able to be informed on how best to help support and advocate for women with OUD is pertinent to infant mental health practitioners who work with this population. This proposal will involve qualitative research done with 20 women with OUD and their experiences with breastfeeding and donor breast milk. This qualitative data will be able to provide the audience with real life perspectives on the value of breastfeeding and donor milk and why it is important for IMH professionals to help support and advocate for and with these women to reach their feeding goals.

C. Readiness for Group-Based Learning: Promotion Foundational Skills

Hannah Mudrick Ph.D.

Researchers and practitioners recognize children's cognitive and socioemotional abilities promote readiness for early learning. Yet, many low-income 3-year-olds are not on target in these developmental skill areas. This presentation focuses on the

importance of promoting the cognitive, social, and communication foundations of early learning for very young learners. It builds on research conducted that found the socioemotional foundations of classroom learning at age 3 have a significant relationship to children's later achievement at the end of prekindergarten. Promoting parents' and educators' capacities to support early developmental foundations for later adjustment and learning by fostering infants' and toddlers' effortful control and social communication is a primary goal. Efforts to support these skills simultaneously across diverse experiences in the home and classroom through play will be discussed.

D. Holding the Baby in Mind: IECMH-Informed Therapeutic Visitation within the Child Welfare & Family Court Systems

Alana Russotti, LCSW, IMH-E® and Sarah Fitzgibbons, LMHC, MT-BC, IMH-E®

IECMH informed Therapeutic Visitation Programs (TVP) use visitation service as a platform to offer clinical support, systems advocacy, and developmentally appropriate guidance for treatment, permanency and placement planning for infants, young children their families experiencing trauma, attachment disruption, foster care, and permanency-ambiguity while navigating the child welfare and family court systems. Through exploration of a programmatic theoretical framework, as well as clinical and systems navigation examples, we will discuss how a program can hold the baby in mind, through IECMH-infused therapeutic service to infants young children and families impacted by foster care, and consultation with the systems they are involved with.

3:30-5:00 P.M. BREAKOUT SESSION 2

A. Understanding Reflective Supervision: Using the RIOS Framework as a Guide

Christopher Watson, Ph.D., IMH-E®

Exactly what is reflective supervision/consultation (RSC)? A national group of infant mental health practitioners and researchers contributed to the development of the Reflective Interaction Observation Scale (RIOS), a framework for receiving and providing RSC. It describes the content and characteristics of the interactions between the supervisor and supervisee at a given moment in time. The focus is on "the space between" the two: what the pair attends to and how they interact. The RIOS is aligned with the competencies of the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health® supported by the Alliance for the Advancement of Infant and Early Childhood Mental Health. In this session we'll discuss transcripts and video clips from reflective supervision sessions that demonstrate the structure and components of reflective supervision as identified by the RIOS.

B. Mirror, Mirror on the Wall: Reflective Practice with Vulnerable Families

Clay Jones, M.Ed., IMH-E®

Intervening with vulnerable families is difficult work. Workers intervening on behalf of infants and toddlers are faced with many demands and are frequently pulled in different directions. Reflective Practice is a way of stepping back and exploring the meaning of the work that one does. Being held in another's mind while tolerating uncertainty and embracing ambiguity in the work is central to the practice. The benefits of reflective

practice can be significant including improving the quality of the work delivered to families; increasing the meaningfulness of one's work and reducing vicarious trauma and burnout. This session will explore the relationship between reflective practice and professional boundaries, the parallel process, reflective supervision, current research and the positive ramifications to the child welfare system if widely implemented.

C. Lessons Learned: Specialization and Sustainability in the Clinical Treatment of Young Children

Kimberly Blair, Ph.D.

This workshop will draw upon the presenter's experiences and knowledge of the mental health and other child-serving systems to give participants a close-up look into the implementation of early childhood behavioral health programming in the larger mental health system. Infant and early childhood principles will be utilized to reflect on the challenges, barrier, and obstacles encountered in this work. The ultimate goal of this workshop is to provide participants with knowledge that will assist in the implementation of early childhood behavioral health programming in their own organizations.

D. Developing Fluency for Children Experiencing Trauma

Patrick McKelvey, LPC, NCC

Traumatic experiences in early childhood are inherently complex and pervasive, often impacting an individual's experience over the lifespan. Our youngest community members are highly vulnerable to experiences associated with trauma but lack the emotional understanding to manage early traumatic stress. This presentation will explore the ways in which traumatic stress occurs in young children; how children use behavior as a way of communicating their internal experiences and how to respond using empathy and understanding; and strategies in which schools, providers and caregivers can assist in developing trauma-informed environments to promote adaptive functioning.

FRIDAY, AUGUST 2, 2019

10:30 A.M.-12:00 P.M. BREAKOUT SESSION 3

A. Through the Eyes of a Young Child: Impact Trauma, Violence, and Terrorism

Dr. Joy Osofsky, Ph.D.

Traumatic experiences and violent events are very difficult for young children to understand and process needing help from adults to make sense of what may be happening. However, parents and other adults may also be traumatized by the violence and have difficulty knowing how to communicate with their young children and provide them support. During the workshop, materials will be introduced to help parents, teachers, and providers learn ways to support young children who have been exposed to extreme trauma. Ways to understand and deal with secondary traumatic stress and vicarious traumatization that is common when young children experience trauma will be included in the workshop presentation and discussion.

B. Collaboration Between Infant Mental Health Work and Two Drug Treatment Facilities- in Therapy and Consultation

Leslie Lester Psy.D., IMH-E® and Dayna Zatina Egan, Psy.D., IMH-E®

Our presentation will support professionals to be more informed about childhood mental health through an in-depth discussion about attachment theory (Donald Winnicott), infant-parent psychotherapy (Alicia Lieberman) and reflective functioning (Arietta Slade). Real-world case examples and clinical applications of how we used these theories in practice will help to expand professionals' understanding of the concepts and help them to think through practical applications and challenges of infant mental health work. Our hope is by guiding participants to reflect on the strengths and challenges of our program that they may glean insights into their own work with young children and their families, especially as it relates to families who struggle with complex mental health, addiction and disadvantaged statuses.

C. Techniques to foster attachment and IMH - tangible tools for the toolbox

Erin Troup, LPC, NCC, CT, IMH-E® & Stephanie D Wier LPC, BSL, NCC

This presentation will look closely at ports of entry where home visitors can support building attachment and attunement with parents and their children. "Tools for the toolbox" will be demonstrated and discussed to allow participants to think more deeply about how everyday interactions they already have can be used in different ways to support the parent-child dyad.

D. Postpartum Depression, Anxiety, and other Mood Disorders: Impact on Attachment in the first two years of Life

Sage Nottage Saxton, Psy.D and Cheryl A. Milford, Ed.S..

Pregnancy and the birth of a child is an exciting and celebratory time for many families. However, for approximately 20-25% of these women and their families, Perinatal Mood and Anxiety Disorders (PMADs) can have profound adverse effects on their physical and emotional health. Postpartum depression is the most common complication following childbirth, affecting one in every seven women and one in every ten men. The impact of parental depression and anxiety, especially the mother, can be quite significant both on the attachment relationship and on the neurodevelopment of the baby. This impact is exacerbated when the parent experiences more clinically significant mental health issues, such as psychosis. The significant impact that a parent's mental health has on their baby's development has been repeatedly demonstrated in the literature. Tronick's well-known Still Face Experiment demonstrates how emotionally distressed a child can become when a parent "checks out" or is emotionally unavailable. The workshop will present current literature and treatment approaches for attachment disorders to improve family functioning and attachment. A review of the National Perinatal Association's Position Statement on Perinatal Mood and Anxiety Disorders (PMADs) will occur. Participants will be educated regarding the symptoms of PMAD, screening tools, and treatment options. The impact on parent-infant attachment will be discussed at length and behavioral interventions for providers will be offered. The workshop will be interactive with participants asking questions and offering case studies for group review.

3:30-5:00 P.M. BREAKOUT SESSION 4

A. Decreasing the Noise: Effective Social Emotional Messaging in a Clamorous World

Jordana Ash, LCSW, IMH-E® (IV-C)

Ping. Ping. Whether it's from our phones, computers, or an old-fashioned TV, we are bombarded every day with advice, opinions, and advertisements. Moreover, it's challenging to select the meaningful messages from the onslaught. Quality communication, however, is critical to support positive outcomes for child and family well-being. This session will explore the ways in which we can all contribute to the conversation without adding to the noise. Materials developed in Colorado will showcase effective media and print messages.

B. Trauma and Attachment Informed Forensic Evaluation in Child Welfare Referrals

Arthur Becker-Weidman, MSW, PhD, MBA & Carol Hughes, MA

Trauma and attachment informed forensic evaluation in addressing referral question(s) on a child protective service referred/court active case. Components of a forensic assessment, choice of assessment procedures, complexities of this type of case assessment, expert testimony with respect to informing the court about the assessment procedures, results and recommendations.

C. Self-care: Filling up your own cup

Lauren Spigelmyer, M.S. Ed.

This workshop will provide participants with an interactive way of understanding the concepts of self-care and wellness. We will walk through the importance of this subject as well as ways to create a state of inner calm and build resilience for the work we do.

D. How Infant Mental Health Informs Clinical Work

Bonnie McNally-Brown, LPC

This presentation will use case studies to demonstrate how Infant Mental Health knowledge enriches the clinical treatment of both young children and older children with preverbal trauma histories. The audience will engage in a discussion of each case presented.

PA-AIMH ENDORSEMENT FOR CULTURALLY SENSITIVE, RELATIONSHIP-FOCUSED PRACTICE PROMOTING INFANT AND EARLY CHILDHOOD MENTAL HEALTH®

IMH and ECMH Endorsement® "At-A-Glance"

 PA-AIMH Pennsylvania Association for Infant Mental Health	<i>Infant Family Associate (IFA) or Early Childhood Family Associate (ECFA)</i>	<i>Infant Family Specialist (IFS) or Early Childhood Family Specialist (ECFS)</i>	<i>Infant Mental Health Specialist (IMHS) or Early Childhood Mental Health Specialist (ECMHS)</i>	<i>Infant Mental Health Mentor (IMHM) or Early Childhood Mental Health Mentor (ECMHM)</i>
Minimal Education	Any academic degree ¹	Bachelor or Master degree	Master or Post-Graduate	Master or Post-Graduate
Work Experience	Minimum of 2 years of infant/early childhood related work or volunteer experience in an applicable role ²	Minimum of 2 years of prevention and/or early intervention services to young children ³ & their families; served a minimum of 10 families	Minimum of 2 years post masters IECMH practice working on behalf of caregiver-child relationship	Minimum of 3 years as an IECMH practice leader (policy, research/faculty and/or clinical) and provider of RS/C for 3+ years ⁴
Specialized Training in Topics of Infant Mental Health	Minimum 30 hours, average 45 hours	Minimum 30 hours, average 60 hours	Minimum 30 hours, average 75 hours	Minimum 30 hours, average 90 hours
Code of Ethics and Endorsement Agreement	Signed	Signed	Signed	Signed
Reflective Supervision or Consultation	Not Required	Minimum 24 clock hours	Minimum 50 clock hours	Minimum 50 clock hours (Clinical only)
Reference Ratings	3	3	3	3
Written Exam	no	no	yes	yes
PA-AIMH Membership	yes	yes	yes	yes
Fee Schedule	\$50	\$125	\$225	\$325
Service Examples	Promotion	Prevention	Treatment/Intervention	Leadership
Professional portfolio	Applicant will submit a professional portfolio that demonstrates that he/she has met both the requirements and the competencies specified for their identified category. Details about competencies can be found in the publication <i>Competency Guidelines</i> .			

¹IFA/ECFA applicants need to meet the Education OR the Work requirement. They do not need to meet both.
²For IFA/ECFA applicants, volunteer experience may meet the work criterion if it was a) supervised experience with women during pregnancy or with infants, young children, & families AND b) included specialized training. Examples include CASA, Doula, and Child Life Specialist
³Young children defined as birth-3 years old for IFA/ECFA applicants and children 3-6 years old for IFS/ECFS applicants
⁴Only IMHM-Clinical applicants need to fulfill the requirement of being a provider of RS/C for 3+ years.

CONFERENCE EXHIBITORS AND SPONSORS:

Alliance for Infants and Toddlers (www.ait.org)

Community Care Behavioral Health (www.ccbh.com)

Family Foundations Early Head Start (www.oed.pitt.edu/programs-services/family-foundations-early-head-start)

Office of Child Development and Early Learning (<http://www.dhs.pa.gov/learnaboutdhs/dhsorganization/officeofchilddevelopmentandearlylearning/>)

Pennsylvania Key (www.pakeys.org)

Public Health Management Corporation (www.phmc.org)

Sprout Center for Emotional Growth and Development (www.sproutcenterconsult.com)

SAVE THE DATE

PA-AIMH 11th Annual Infant Mental Health Conference
September 10 & 11, 2020



Workshop Proposal Request will be released in October 2019

Sponsorship and Exhibitors Welcome!

Please contact us at pa-aimh@pa-aimh.org for more information.

ACKNOWLEDGEMENTS

A special thank you goes out to all the PA-AIMH Board Members and Founding Board Members for their continued hard work in making our organization the best that it can be, for their dedication to presenting continued learning in infant/early childhood mental health, and for helping to make these annual conferences possible.

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And finally, to our Current Members

Thank you for being champions for infants, toddlers, and young children and families in your programs and in your community! With voices such as yours, we will continue to build a system of professionals across sectors that are infant-early childhood mental health informed; using knowledge, skills and reflective experiences to guide their work in promoting social emotional development and relationship-focused practices.

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Program Overview

Our 18-credit hybrid certificate program prepares students and professionals to address the social-emotional and mental health needs of very young children and their families through the promotion of high-quality interactions and environmental experiences.

Endorsements

You will become prepared for endorsement for Culturally Sensitive, Relationship-focused Practice Promoting Infant Mental Health® through the Pennsylvania Association of Mental Health at the following levels: Infant Family Specialist (Prevention/Early Intervention), Infant Mental Health Specialist (Treatment/Intervention), and Infant Mental Health Mentor (Clinical, Faculty, or Policy).

Guiding Principles

Our program is organized to meet the Alliance for the Advancement of Infant Mental Health set of core theoretical principles of infant and early childhood development and mental health practice. As such, it is founded on the belief that all work with children, families, and the individuals who work with them should be relationship-based, culturally sensitive, grounded in an understanding of developmental theory and research, and supported by reflective practice.

Contact Us

www.education.pitt.edu

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Pitt School of Education
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In its efforts to increase access to high-quality early learning services, OCDEL sets quality programs standards, comprehensive accountability and family engagement to help children and families reach their full potential.

